2022 VCE Yiddish oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately 7 minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately 8 minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In the 2022 Yiddish oral examination, students showed excellent preparation in both the conversation and the discussion. They demonstrated an excellent command of the language and comprehension of grammatical concepts. It was most pleasing to see conversation carried forward by the students rather than the examiners, reflecting both confidence and competency in the target language.

Specific information

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations, as well as their interactions with the Yiddish language and culture as learners.

The calibre of what was presented in the conversation component of the examination was excellent. A broad range of documents were included in the study, reflecting careful research into the topic. This was further exemplified by the ability to answer higher order questions about Jewish migration, linking documents and making connections between the past and today.

This year’s examination~~s~~ reflected excellent preparation in both the content and oral language skills.Conversation was carried forward with confidence by students, who were able to elaborate on their opinions and ideas and address higher order questions with detailed responses.

Students had knowledge of the importance of intonation when speaking Yiddish. They spoke clearly and fluently and included excellent pronunciation of words.

Students were able to apply a range of more complex grammatical structures to their conversation, such as the use of reflexive. They also displayed very good knowledge of how to shift between present and future tense.

Section 2 – Discussion

Each student gave a 1-minute introduction of their subtopic to their assessor, who then engaged with the assessor in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. Students are expected to make reference to the texts studied for this section of the oral examination. The discussion was an opportunity to explore aspects of the language and culture of communities in which Yiddish is spoken.

In 2022, students chose a range of subtopics mainly from the prescribed theme ‘Jewish migration’. The calibre of the presentation was excellent. A broad range of sources were included in the study, reflecting careful research into the subtopic. Students demonstrated a deeper understanding of the topic of Jewish migration compared to previous years as they elaborated on the ideas presented in the various sources used to study the subtopic. This was further exemplified by the ability to answer higher order questions about Jewish migration, linking sources and making connections between the past and today.

This led to a more sophisticated discussion on the topic and an exchange of various opinions and perspectives. The selection of a range of primary materials allowed the student to share interesting insights into Jewish experiences in migrating to Australia.

Students overall advanced the discussion forward. They made connections between the sources studied for their subtopic and were therefore able to build on their answers and offer insightful comments. Students who scored highly used language confidently and accurately. They used a range of vocabulary and grammar relevant to the subtopic. Students used declensions with accuracy and displayed an improved ability to use the reflexive compared with previous years.

Students were able to use natural intonation and spoke with appropriate tempo.

More information

Refer to the [VCE Yiddish study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/yiddish/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.